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**Newcastle SEND Descriptors of Need**

**Part 3**

**Guidance for Children and Young**

**People who are** **Visually Impaired:**

**The School Years **

Version 1 September 2022

**Guidance for Children and Young People with Vision Impairment (VI)**

Below is a summary of the offers for children and young people with vision impairment, aged 5 – 19/25 attending mainstream and special school settings. Separate guidance is available for young children aged 0 – 5, at home and in a range of pre-school and early years settings.

**Universal offer**

* All new referrals from parents, settings/schools, health and other professionals will receive an initial assessment, to include:
* A functional vision assessment (FVA) completed by a Qualified Teacher of children and young people with Vision Impairment (QTVI), which may include observations in the setting.
* Information from school/setting
* Information from Health/other agencies
* Information from parent/carer
* Information from child/young person

The VI assessment will be aligned to the NatSIP Eligibility Framework, which will:

* Enable the VI Service to provide an equitable allocation of resources
* Provide a means of identifying the levels of support required
* Provide entry and exit criteria

The VI assessment, including visits, report writing and admin time, will be expected to take a minimum of 5 hours. The outcome of the VI assessment will be an initial report written by the QTVI and Habilitation Specialist (HS) if appropriate, to reflect the needs and support required by the child or young person with Vision Impairment. and this will be shared with all stakeholders.

The report will allocate a VI range and make recommendations on support, advice and teaching, in line with range descriptors.

**Targeted offer Range 1- 3**

These descriptors outline the support and provision that must be made available to children and young people with vision impairment who do not have an Education, Health and Care Plan, by the school, and by the Local Authority’s SEND Sensory Service. (Newcastle Children’s Vision Team)

These descriptors are intended to be general indicators of a vision impairment which may affect impact on learning, access to the curriculum and development of social and independent living skills. The range must consider:

* the varying eye conditions including those that affect the optic nerve or visual pathways
* the degree of impairment and how it affects the child’s ability to see
* recently acquire permanent VI
* late referral
* whether the condition is degenerative or fluctuates
* if the impairment is fully or partial corrected by prescription spectacles (not all VI can be corrected with spectacles)

**Specialist offer Range 4 and above**

These descriptors outline the support and provision that must be made available to children and young people with vision impairment who are eligible to have an Education, Health and Care Plan. These CYP may meet the criteria for ARP VI.

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| **Descriptors of Need Overview** | |
| **Range 1** | **Mild Vision Impairment**  Visual acuity 0.0 – 0.2 LogMAR,  May have a mild functional vision loss due to CVI\*\* or other visual factors, such as visual field loss or nystagmus photophobia and night blindness  **Near vision, the CYP may have difficulty with:**   * formats where font size is smaller than Arial 12pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance vision, the CYP may have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They may also:**   * find concentrating for extended periods of time more difficult * suffer from visual fatigue * take longer to complete tasks * struggle with depth perception * find navigating around environments, especially those which are unfamiliar |
| **Range 2** | **Mild Vision Impairment**  Visual acuity 0.2 - 0.3 LogMAR  May have a functional vision loss due to CVI\*\* or other visual factors, such as visual field loss, nystagmus photophobia, and night blindness  **Near vision, the CYP may have difficulty with:**   * formats where font size is smaller than Arial 14pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance vision, the CYP may have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They may also:**   * have difficulty concentrating for extended periods of time * take longer to complete tasks and process what they see * suffer from visual fatigue * struggle with depth perception * find navigating environments, especially those which are unfamiliar * have difficulty with change in lighting conditions |
| **Range 3** | **Moderate Vision Impairment**  Visual acuity 0.3- 0.4 LogMAR  May have a moderate functional vision loss due to CVI\*\* or other visual factors, such as visual field loss, nystagmus, photophobia, and night blindness  **Near vision, the CYP will have difficulty with:**   * formats where font size is smaller than Arial 16pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance vision, the CYP will have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They will:**   * have difficulty concentrating for extended periods of time * take longer to complete tasks and process what they see * suffer from visual fatigue * find navigating environments, especially those which are unfamiliar   **They may:**   * have difficulty with change in lighting conditions * have difficulty with low contrast and poor lightings levels * struggle with depth perception |
| **Range 4** | CYP may be offered registration as Sight Impaired (SI) from the Ophthalmology Department  **Moderate Vision Impairment**  Visual acuity 0.5 – 0.6 Log MAR  May have a severe functional vision loss due to CVI\*\* or other visual factors, such as visual field loss, nystagmus, photophobia, and night blindness  **Near vision: will have difficulty with:**   * formats where font size is smaller than Arial 24pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance Vision –will have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They will:**   * have difficulty concentrating for extended periods of time. * take longer to complete tasks and process what they see * suffer from visual fatigue * find navigating environments, especially those which are unfamiliar   **They may also:**   * have difficulty with change in lighting conditions * have difficulty with low contrast and poor lightings levels * struggle with Depth perception * have difficulties accessing practical lessons |
| **Range 5** | CYP may be offered registration as Severely Sight Impaired (SSI) from the Ophthalmology Department  **Moderate - Severe Vision Impairment**  Visual acuity 0.6 - 0.8 Log MAR  May have a severe functional vision loss due to CVI\*\* or other visual factors, such as visual field loss, nystagmus, photophobia, and night blindness.   * Some pupils continue to use print larger than N36 and materials will require significant differentiation and modification. * Some may have little or no useful vision, and very limited or no learning by sighted means. * These pupils will usually be registered SSI and tactile methods may be their sole means of learning. * Some pupils may be making the transition from print to Braille. * These pupils may be accessing the curriculum through a reader/scribe or technology. * Some pupils may be a dual media user. * May include pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly. |
| **Range 6** | CYP likely to be registered as Severely Sight Impaired (SSI) from the Ophthalmology Department  **Severe to profound Vision Impairment**  Visual acuity above 0.8+ Log MAR with little or no light perception  May have a severe functional vision loss due to CVI\*\* or other visual factors, such as visual field loss, nystagmus, photophobia, and night blindness   * All learning materials will require significant differentiation and modification * Access to learning will be bespoke and may be tactile in presentation and/or through Assistive Technology * For those CYP where there has been a deterioration of vision, they may be making the transition between print to Braille or ATP Assistive Technology |
| **\*CVI\*** | **Cerebral Vision Impairment (CVI\*)**   * CVI\* must be diagnosed by an ophthalmologist. The pupil may have good acuities when tested in familiar situations. A key feature of CVI\* is that vision varies from hour to hour due to the pupil’s well-being, the environment or the task. * All pupils with CVI\* will have a different set of difficulties which means thorough assessment is a key aspect.   **They may have:**   * difficulties with visual clutter * difficulties seeing moving objects * difficulties decoding and reading * difficulties doing more than one thing at a time e.g., looking and moving or listening * inability to recognise familiar faces * difficulties with following and finding routes * lower visual field loss |

**Descriptors of Need for Vision**

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| **Range 1**  **Summary of needs** | **Assessment and Planning** | **Teaching and Learning strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| **Mild Vision Impairment**  Visual acuity 0.0 – 0.2 LogMAR.  May have a mild functional vision loss due to CVI\* or other visual factors, such as visual field loss or nystagmus photophobia and night blindness  **Near vision, the CYP may have difficulty with:**   * formats where font size is smaller than Arial 12pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance vision, the CYP may have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They may also:**   * find concentrating for extended periods of time more difficult * suffer from visual fatigue * take longer to complete tasks * struggle with depth perception * find navigating around environments, especially those which are unfamiliar. | **School**   * Part of school and class Assessment procedures * School to share the QTVI report with all appropriate staff. School to provide support to enable teachers to plan appropriately * School to monitor reasonable adjustments are in place * Curriculum plan reflects levels of achievement and includes individually focused support plan targets/LA advice   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP Support Allocation Matrix) Annual Biannual visit Functional Vision assessment and /or classroom observation. * VI profile written and shared with school * Possible intervention planning based on needs e.g., during transition | * Full inclusion within the Mainstream class * Quality First Teaching * Universally Available Guidance * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure reasonable adjustments are made based on QTVI recommendations e.g., on interactive white board have a high contrast between the text and background. * Opportunities for 1:1 and small group work e.g., opportunities for explanation, clarification and reinforcement of lesson content and language * Teaching methods which facilitate access to the curriculum, social and emotional development and class participation | * Possible school intervention based on need e.g., * Possible LA intervention based on need e.g., Specialist Curriculum Vision Impairment | * Main provision by class/subject teacher * Resources made available from within school * Modification of learning materials by school e.g., clear, well contrasted materials at minimum font size N12 on A4 * Appropriate assessment and use of assistive tech (to be provided mainly by the school). * Vision awareness training offered general or specific to the student * Vision Friendly Schools * Advice, profile and annual report from QTVI |

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| **Range 2**  **Summary of needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| **Mild Vision Impairment**  Visual acuity 0.2-0.3 LogMAR    May have a functional vision loss due to CVI\* or other visual factors, such as visual field loss or nystagmus photophobia and night blindness  **Near vision: may have difficulty with:**   * formats where font size is smaller than Arial 14pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance Vision – may have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They may:**   * have difficulty concentrating for extended periods of time * take longer to complete tasks and process what they see * suffer from visual fatigue * struggle with Depth perception * Find navigating environments, especially those which are unfamiliar * Have difficulty with change in lighting conditions. | **School**   * Part of school and class Assessment procedures * School to share the QTVI report with all appropriate staff * School to give appropriate time to plan, prepare, and provide resources and for any reasonable adjustments. * School to monitor reasonable adjustments are in place * The school must monitor pupil progress taking into account the vision impairment * Curriculum plan reflects levels of achievement and includes individually focused advice given by the QTVI   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP Eligibility Framework * Annual Biannual visit Functional Vision assessment and /or classroom observation. * VI profile written and shared with school * Possible intervention planning based on needs e.g., during transition | * Full inclusion within the mainstream class * Quality First Teaching * Universally Available Guidance * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations including Specialist VI curriculum * Teaching methods and resources which facilitate access to the curriculum, include social/emotional development and class participation   **LA**   * After Assistive Technology assessment Newcastle children’s vision team will provide teaching for the use of any recommended equipment if appropriate | * Full inclusion within National Curriculum * Possible school intervention based on need e.g., curriculum concept * Possible LA intervention based on need | * Main provision by class/subject teacher * Additional adults are deployed appropriately to increase pupil success and independence * Resources made available from within school * Modification of learning materials by school e.g., clear, well contrasted materials at minimum font size N14 on A4 * Learning materials must be selected for their clarity. * Appropriate low vision aids Assistive tech including standard technology provided by the school * Access to large print resources and materials to be sourced or prepared by school staff either internally or from external parties, RNIB Bookshare, Seeing eye, Dolphin Easy reader Customeyes and tactile library * Advice, profile, and annual report from QTVI * Vision Friendly Schools training from the SEND Sensory Service (Newcastle Children’s Vision Team) will be offered and may include Assistive Tech, Modifying resources Exam access, general and peer awareness and sight guide. * Habilitation/mobility training if required |

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| **Range 3**  **Summary of needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| **Moderate vision impairment**  Visual acuity 0.3 - 0.4 LogMAR  May have a moderate functional vision loss due to CVI\* or other visual factors, such as visual field loss or nystagmus photophobia and night blindness  **Near vision, will have difficulty with:**   * formats where font size is smaller than Arial 16pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance Vision, will have difficulty with:**   * viewing and copying from the Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning.   **They will:**   * have difficulty concentrating for extended periods of time * take longer to complete tasks and process what they see * suffer from visual fatigue * struggle with depth perception * find navigating environments, especially those which are unfamiliar * have difficulty with change in lighting conditions * have difficulty with low contrast and poor lightings levels | **School**   * Part of school and class assessment procedures * School to share the QTVI report with all appropriate staff * School to give appropriate time for staff to plan, prepare, and provide resources and for any reasonable adjustments. * To allocate time for student to access Specialist Curriculum * School to monitor reasonable adjustments are in place * The school must monitor pupil progress taking into account the vision impairment * Exam Access arrangements to be identified Subject Specific in conjunction with QTVI * Curriculum plan reflects levels of achievement and includes focused and subject specific advice given by the QTVI   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP Eligibility Framework Which may indicate a possible need for Specialist VI curriculum * Advice to be given to schools regarding both in house and external Exams * Possible intervention planning planned based on need e.g., develop visual skills, effective use of low visual aids, use of assistive technology | * Full inclusion within the mainstream class * Quality First Teaching * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations including Specialist VI curriculum * Teaching methods and resources which facilitate access to learning, include social/emotional development and participation     **LA**   * After Assistive Technology assessment the SEND Sensory Service (Newcastle Children’s Vision Team) will provide teaching for the use of any recommended equipment if appropriate. | * Full inclusion within National Curriculum * school intervention based on need   **LA**   * Subject specific advice and support * Access to Specialist Curriculum | * Main provision by class/subject teacher * Additional adults are deployed appropriately to increase pupil success and independence * All modification of learning materials produced by school are e.g., clear, well contrasted materials at minimum font size N16 on appropriately sized paper * Assistive tech including standard technology with accessibility options to be provided by the school * Access to large print resources and materials to be sourced or prepared by school staff either internally or from external parties RNIB Bookshare, Seeing eye, Dolphin Easy reader Customeyes and tactile library * Diagrams, graphs and picture sources pictorial and incidental information modified to CYP requirements * School to identify individual members of staff to be responsible for the creation of accessible educational materials   **LA**   * Advice from QTVI e.g., strategies to enable access to learning * Training from the SEND Sensory Service (Newcastle Children’s Vision Team) will be offered and may include Assistive Tech, Modifying resources Exam access, general and peer awareness and sight guide. * Vision Friendly Schools recommended with Level 2 accredited unit offered |

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| **Range 4**  **Summary of needs** | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | **Resources and Staffing** | | |
| **Moderate Vision Impairment**  Visual acuity 0.5 – 0.6 Log MAR  These pupils may meet the criteria for the VIARP  May have a severe functional vision loss due to CVI\* or other visual factors, such as visual field loss or nystagmus photophobia and night blindness  **Near vision: will have difficulty with:**   * formats where font size is smaller than Arial 24pt or equivalent. * font style which is cursive, italic or decorative, including electronic and handwritten text * accessing symbols and sub/superscripts * finding detail in cluttered pictorial information e.g., pictures, diagrams, graphs   **Distance Vision –will have difficulty with:**   * Accessing Smart/whiteboard * locating friends and adults * recognising non-verbal cues * accessing incidental learning   **They will:**   * have difficulty concentrating for extended periods of time. * take longer to complete tasks and process what they see * suffer from visual fatigue * Find navigating environments, especially those which are unfamiliar   **They may have:**   * Have difficulty with change in lighting conditions * Have difficulty with low contrast and poor lightings levels * Struggle with Depth perception . | | **School**   * Part of school and class * School to share the QTVI report with all appropriate staff including non-teaching staff and governors. * School to ensure reasonable adjustments are in place.   Must monitor pupil progress taking into account their vision impairment.   * Will consider referral for an EHC Needs Assessment * Any EHCP will be reviewed annually but reviews of progress and the pupils continued need in regard to their VI should be held termly as standalone. * Provide support, resources and time to enable teachers and staff to plan differentiate and modify appropriately. * Curriculum plan reflects levels of achievement and includes individually focused support plan targets/LA advice and Specialist curriculum VI   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP which will indicate a possible need for Specialist VI curriculum) * QTVI to carry out assessment to assist decision between print and/or Braille (LMA) * Advice to be given to schools regarding both in house and external Exams * Visual processing assessment by QTVI and or Education Psychologist if appropriate * Possible intervention planning based on needs e.g., assistive technology and visual processing skills. | | * Full inclusion within mainstream class * Quality First Teaching * Universally Available Guidance * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations * Some additional group and 1:1 work for pre and post teaching to help with consolidation particularly for more abstract concepts. * Teaching methods and resources which facilitate access to learning, include social/emotional development and participation Preparation for Adulthood – Specialist VI curriculum     **LA**   * After Assistive Technology assessment the SEND Sensory Service (Children’s Vision Team) will provide training for the use of any recommended equipment if appropriate | | * Full inclusion within National Curriculum * Teacher may need to reduce amount of content in individual tasks for the pupil to maintain pace as that of sighted peers * Possible school intervention based on need e.g., curriculum concept * Possible LA intervention based on need e.g., tactile skills/pre- Braille/Braille * Additional ICT skills are developed to increase access to the curriculum, to learning where appropriate e.g., touch typing, short cuts, voiceover on iPad. * Subject specific advice and support * Access to VI Specialist Curriculum | * Main provision by class/subject teacher * Additional adults are deployed appropriately to increase pupil success, independence. * Resources made available by school * Modification of learning materials by school e.g., clear, well contrasted materials at minimum font size N18 (simple word document) * Learning materials must be selected for their clarity: good contrast decluttered. * Access to large print resources and materials to be sourced or prepared by school staff either internally or from external parties RNIB Bookshare, Seeing eye, Dolphin Easy reader Customeyes and tactile library * Assistive tech including standard technology with accessibility options to be provided by the school * Specialist VI specific equipment to be supplied by the LA as recommended in ATP assessment. School to sign loan agreement document. * Diagrams, graphs and picture sources modified to CYP requirements   **LA**   * Advice from a QTVI and VI Technician e.g., on equipment and touch typing if appropriate. * Provide MLP extended pieces of text. * Habilitation/mobility training if required * ICT to increase access to the curriculum, where appropriate * Support from a QTVI to develop Braille literacy across the curriculum. * Training from the SEND Sensory Service (Children’s Vision Team) will be offered and may include Assistive Tech, Modifying resources Exam access, general and peer awareness and sight guide. It may be general awareness but can be tailored to the individual pupil’s eye condition and need. * Peer awareness will be offered as well if appropriate * Vision Friendly Schools highly recommended with Level 2 accredited unit offered to key staff | | |
| **Range 5**  **Summary of needs** | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | | **Resources and Staffing** |
| **Moderate - Severe Vision Impairment**  Visual acuity 0.6 – 0.8 Log MAR  These pupils may meet the criteria for the VIARP   * Some pupils continue to use print **larger** than N36 and materials will require significant differentiation and modification. * Some may have little or no useful vision, and very limited or no learning by sighted means. * These pupils will usually be registered SSI and tactile methods may be their sole means of learning * Some pupils may be making the transition from print to Braille. * These pupils may be accessing the curriculum through a reader/scribe or technology. * Some pupils may be a dual media user. * May include pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly. | **School**   * Must work with the QTVI, Technical Officer and Specialist LSAs to facilitate assessment and planning across the curriculum. * Share the QTVI report with all appropriate staff including non-teaching staff and governors * School to provide support to enable teachers to plan appropriately * Give appropriate time for staff to plan, prepare, and provide resources and for any reasonable adjustments. * To allocate time for student to access Specialist Curriculum * School to monitor reasonable adjustments are in place * Must monitor pupil progress taking into account the vision impairment * Exam Access Arrangements discussed with QTVI * The pupil will usually have or in the process of an EHC plan * Any EHCP will be reviewed annually but reviews of progress and the pupils continued need should be held termly as standalone or as part of parent’s consultation. * Curriculum plan reflects levels of achievement and includes individually focused support plan targets/LA advice * All school staff must be responsible for providing lesson and curriculum content to named staff within the school or the SEND Sensory Service (Newcastle Children’s Vision Team) at least 24 – 48 hours prior to the lesson or in an appropriate time scale which reflects the complexity and volume to the work so it can be produced in an alternative format. * School to provide support, resources and time to enable teachers and staff to plan, differentiate, and modify appropriately   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP Support Allocation Matrix) which may indicate a possible need for Specialist VI curriculum * QTVI to carry out assessment to assist decision between print and/or Braille * Possible intervention planning based on needs e.g., develop visual efficiency, use of assistive technology | | * Full inclusion and participation within mainstream class * Quality First Teaching * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations * Additional group, paired and 1:1 work for pre and post teaching to help with consolidation particularly for more abstract concepts * Teaching methods and resources which facilitate access to learning, include social/emotional development and participation Preparation for Adulthood – Specialist Vi curriculum experiential and tactile learning with a strong verbal emphasis, opportunities for explanation, clarification and reinforcement of lesson content and language. | | * Full inclusion within the mainstream National Curriculum made accessible for a pupil with a significant vision impairment * Teacher may need to reduce amount of content in individual tasks for the pupil maintain pace as that of sighted peers * School may need to reduce timetable to enable relevant VI interventions * Possible school intervention based on need e.g., curriculum concept * LA intervention based on need e.g., tactile skills Braille, Braille * Additional ICT skills are developed to increase access to learning, where appropriate e.g., touch typing, short cuts, voiceover on iPad, * Programme of Individual mobility, orientation and independent life skills programmes. | | | **School**   * Main provision by class/subject teacher * Additional school staff are deployed appropriately to increase pupil success, independence and safety * Assistive tech including standard technology with accessibility options to be provided by the school * Specialist VI specific equipment to be supplied by the LA as recommended in ATP assessment. School to sign Loan agreement document. * Access to large print resources and materials to be sourced or prepared by school staff either internally or from external parties RNIB Bookshare, Dolphin Easy reader Customeyes and tactile library * Diagrams, graphs and picture sources modified to CYP requirements   **LA**   * Advice from a QTVI and technical support officer e.g., on equipment and touch typing if appropriate. * modified large print, modifying diagrams, graphs and providing captions for picture sources, * Modification of learning materials can be provided by Vision Team, **but it is preferable to have an identified member of** staff within the school who with training would be responsible for the production of resources * Modification of learning materials to be provided e.g., Braille and tactile materials * Regular training (frequency to be determined by pupil’s needs) from the SEND Sensory Service (Children’s Vision Team) will be offered and may include Assistive Tech, Modifying resources Exam access, general and peer awareness and sight guide. It may be general awareness but can be tailored to the individual pupil’s eye condition and need. * Peer awareness will be offered as well if appropriate * Vision Friendly Schools highly recommended with Level 2 accredited unit offered to key staff * Orientation mobility and independent life skills training and or assessment to be given to key staff to ensure continuity of practice * Support from a QTVI to develop Braille literacy across the curriculum |

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| **Range 6**  **Summary of needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| **Severe - Profound Vision Impairment**  Visual acuity 0.8+ Log MAR with little or no light perception.  May have a severe functional vision loss due to CVI\* or other visual factors, such as visual field loss, nystagmus, photophobia, and night blindness   * All learning materials will require significant differentiation and modification * Access to learning will be bespoke and may be tactile in presentation and/or through Assistive Technology * For those CYP where there has been a deterioration of vision, they may be making the transition between print to Braille or ATP Assistive Technology | **School Assessment**   * School to share the QTVI report with all appropriate staff * School to provide support to enable teachers to plan appropriately (strategies, interventions and resources) * School to monitor reasonable adjustments are in place * The school must monitor pupil progress taking into account their vision impairment * The school will monitor EHC plan via annual reviews * Curriculum plan reflects levels of achievement and includes individually focused support plan targets/LA advice * School to provide support, resources and time to enable teachers and staff to plan differentiate and modify appropriately   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP indicates a possible need for Specialist VI curriculum * If appropriate, QTVI to carry out assessment to assist decision between print and/or Braille/Moon * Assistive Tech Assessment to identify equipment that will enhance learning * Possible intervention planning based on needs e.g., develop visual skills, use of assistive technology * tactile skills, pre/post teaching | * Full inclusion with support with opportunities for 1:1 and small group teaching * Quality First Teaching * Universally Available Guidance * Attention to seating position, lighting and visual environment in classroom * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations * Additional group and 1:1 work to meet identified needs and to facilitate learning and inclusion, as appropriate * Teaching methods which facilitate access to the curriculum, social/emotional development e.g., opportunities for explanation, clarification and reinforcement of lesson content and language | * Full inclusion within the mainstream National Curriculum made accessible for a pupil with a significant vision impairment * Teacher may need to reduce amount of content in individual tasks for the pupil maintain pace as that of sighted peers * School may need to reduce timetable to enable relevant VI interventions * Possible school intervention based on need e.g., curriculum concept * LA intervention based on need e.g., tactile skills pre-Braille, Braille * Additional ICT skills are developed to increase access to learning, where appropriate e.g., touch typing, short cuts, voiceover on iPad, * Programme of Individual mobility, orientation and independent life skills programmes * Possible Specialist provision with curriculum, with multi- sensory approach and or Curriculum VI | * School must identify teaching assistants (minimum of 2) who has specialist training in VI who can offer support and interventions and be responsible for the production of everyday MLP/tactile/braille resources. * Opportunities for experiential learning and exploration of the environment through nonvisual means. * Vision Friendly Schools highly recommended with a minimum Level 2 accredited unit offered to key staff   **LA**   * Advice from a QTVI and VI Technician. * Provide production of extended pieces of text MLP/tactile/braille resources. * Regular training (frequency to be determined by pupil’s needs) from the SEND Sensory Service (Children’s Vision Team) and may include Assistive Tech, Modifying resources, Exam access, general and peer awareness and sight guide. It may be general awareness but can be tailored to the individual pupil’s eye condition and need. * Peer awareness of VI will be offered as well if appropriate. * Orientation mobility and independent life skills training and or assessment to be given to key staff to ensure continuity of practice * Support from a QTVI to develop Braille literacy across the curriculum |

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| **Cerebral Vision Impairment**  **Summary of needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/**  **Intervention** | **Resources and Staffing** |
| **Cerebral Vision Impairment** (CVI\*).   * CVI\* **must** be diagnosed by an ophthalmologist. * The pupil will typically have good acuities when tested in familiar situations, but this will vary throughout the day. * All pupils with CVI\* will have a different set of difficulties which means thorough assessment is a key aspect. * Difficulties seeing moving objects. * Difficulties reading * Difficulties doing more than one thing at a time (e.g., looking and listening). * Inability to recognise familiar faces. * Difficulties route finding * Difficulties with visual clutter. * Lower visual field loss * This is not an exhaustive list, and difficulties may be mild, moderate or severe. * Depending on their circumstances the pupil may meet the criteria for the VIARP. | **School**   * Part of school and class. * School to share the QTVI report with all appropriate staff. * School to give appropriate time for staff to plan, prepare, and provide resources and for any reasonable adjustments. * To allocate time for student to access Specialist Curriculum * School to monitor reasonable adjustments are in place. * The school must monitor pupil progress taking into account the vision impairment. * Exam Access arrangements to be identified Subject Specific in conjunction with QTVI. * Curriculum plan reflects levels of achievement and includes focused and subject specific advice given by the QTVI. * The school may make a referral for Assessment of SEND and EHCP depending on need.   **LA**   * Assessment and monitoring from QTVI (frequency determined by NatSIP Eligibility Framework, which may indicate a possible need for Specialist VI curriculum. * Visual processing assessment by QTVI and or Education Psychologist if appropriate. * Advice to be given to schools regarding both in house and external Exams. * Possible intervention planning based on need e.g., develop visual skills, effective use of low visual aids, use of assistive technology and visual processing skills. | * Full inclusion within the class. * Quality First Teaching. * Universally Available Guidance. * Attention to seating position, lighting and visual environment in classroom. * Teacher to ensure all reasonable adjustments are made based on QTVI recommendations including Specialist VI curriculum and subject specific advice. * Teaching methods and resources which facilitate access to learning, include social/emotional development and participation Preparation for Adulthood – Specialist VI curriculum.     **LA**   * After Assistive Technology assessment the SEND Sensory Service (Children’s Vision Team) will provide teaching for the use of any recommended equipment if appropriate. | **LA**   * Subject specific advice and support. * Access to Specialist Curriculum. | * Main provision by class/subject teacher * Additional adults are deployed appropriately to increase pupil success and independence. * All modification of learning materials produced by school are e.g., clear, uncluttered, well contrasted materials, using a font size and spacing recommended by a QTVI on appropriately sized paper. * Diagrams, graphs and picture sources modified as needed   e.g., clear, uncluttered, well contrasted materials, using a font size and spacing recommended by a QTVI on appropriately sized paper.   * Assistive tech including standard technology with accessibility options to be provided by the school. * Access to a quiet uncluttered space where appropriate.   **LA**   * Assessment and advice from QTVI. * Training from the SEND Sensory Service (Children’s Vision Team) will be offered and may include Assistive Tech, Modifying resources Exam access, general and peer awareness and sight guide.  Vision Friendly Schools award. |